



PACT SCORE REPORT USER'S GUIDE

For Use with Spring 2006 Score Reports

**Office of Assessment
South Carolina Department of Education**

A copy of this document is available online at the following address:
www.ed.sc.gov/agency/offices/assessment/publications/PACTUSERSGUIDE06.pdf

Another Office of Assessment site focuses specifically on the Individual Student Report (ISR). This site, intended to provide parents with a “guided” look at the ISR, can be accessed at the following address:
www.ed.sc.gov/agency/offices/assessment/pact/parents/index.html

Online information about the various components of the
Education Accountability Act of 1998 is available at the addresses listed below:

Academic Standards – www.ed.sc.gov/agency/offices/cso/
Statewide Assessment Programs – www.ed.sc.gov/agency/offices/assessment/
Academic Plans – www.ed.sc.gov/agency/offices/sq/academicplans/
School Report Cards – www.ed.sc.gov/topics/researchandstats/schoolreportcard/
School Reward Program – www.ed.sc.gov/agency/offices/sq/goldandsilver/
School Intervention and Assistance Program – www.ed.sc.gov/agency/offices/sq/

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THE PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

The Education Accountability Act (EAA) of 1998 requires standards-based tests for grades three through eight as part of the statewide assessment program. The Palmetto Achievement Challenge Tests (PACT) are designed to meet this EAA requirement. They are state-level assessments aligned with the state academic standards for English language arts (ELA), mathematics, science, and social studies.

Test Content

Listed below are the content areas tested in the 2006 PACT.

Mathematics

Number and Operations
Algebra
Geometry
Measurement
Data Analysis and Probability

ELA

Reading/Literature
Writing
Research

Science

Inquiry
Life Science
Earth Science
Physical Science

Social Studies

Focus on History,
with applications in
Government/Political Science
Geography
Economics

Types of Test Items

ELA and mathematics tests in 2006 include multiple-choice and constructed-response items. Each ELA test also includes one extended writing item. Science and social studies tests include multiple-choice items only. More detailed information (blueprints) about the item types and the number of items per area can be accessed from the Office of Assessment Web page: www.ed.sc.gov/agency/offices/assessment/publications/PACTblueprints.html. Click on the appropriate blueprint indicator.

Multiple-Choice Items

Multiple-choice items require students to select a correct answer from several reasonable alternatives or options. The number of multiple-choice

items on a test varies by subject and grade level. Each multiple-choice item is scored as right or wrong and has a value of one point. If a student does not answer an item or the student marks more than one answer for an item, the item is scored as wrong and the student receives a zero for that item.

Constructed-Response Items

Constructed-response items require students to generate an answer to a particular question or set of interrelated questions. These items ask students to apply specific knowledge and skills as indicated by the academic standards. In general, constructed-response items are characterized by their focus on higher-order thinking skills such as analysis or evaluation. Students may be asked, for example, to describe characters or events; show or explain how to solve a problem; complete and interpret a table or graph; explain and give examples of terms or concepts. Constructed-response items are scored using scoring guides or rubrics. Most are scored on a scale from 0 to 3 or 0 to 4 points; some may be scored on a scale from 0 to 2 points.

Extended Writing Items

Extended writing items require a lengthy written response from students. Students are asked to write a composition, story, letter, etc. in response to a given topic or prompt. Extended writing items are scored using a domain-based scoring model that considers the student's control of specific features of writing. Students receive scores for four domains: content and development, organization, voice, and conventions. For voice, the highest score is 3; for all other domains, the highest score is 4. The extended writing scoring rubric appears in Appendix A.

PACT Test Results

PACT test results are reported in terms of total scale scores and performance levels for each test.

Performance Levels

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on the PACT: Advanced, Proficient, Basic, and Below Basic. The performance levels are used to determine whether a student needs an academic plan for improvement. For students in grades three through eight who score "Below Basic" and are identified as lacking the skills needed to perform at their current grade

level based on assessment results, schoolwork, and teacher judgments, an academic plan must be developed to delineate the steps needed to ensure student success at the next grade level. At the end of the school year, if the student's work has not been at grade level or if the terms of the academic plan have not been met, the student may be retained or required to attend summer school for grade promotion.

Definitions of the PACT performance levels are as follows:

Advanced: The student has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. *The student is very well prepared for work at the next grade.*

Proficient: The student has met expectations for student performance based on the curriculum standards approved by the State Board of Education. *The student is well prepared for work at the next grade.* The "Proficient" level represents the long-term goal for student performance in South Carolina.

Basic: The student has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. *The student is minimally prepared for work at the next grade.*

Below Basic: The student has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. *The student is not prepared for work at the next grade.*

NOTE: The italicized sentence in each definition applies only to ELA and mathematics performance levels.

A student receives an overall performance level for each test. For ELA, three performance levels are reported: overall ELA, reading, and writing. The overall ELA level is based on a combination of points from the reading, writing, and research items. A separate performance level is **not** reported for research. The performance level for reading is based on points from multiple-choice and constructed-response items that assess reading standards. The writing performance level is based on points from multiple-choice items that assess writing standards **in addition to** scores on the extended writing item.

Cut-Off Scores

Cut-off scores corresponding to the four overall performance levels are presented in the following tables. The cut-off scores for each subject and grade level do not change from year to year or across test forms. The lowest and highest possible total scale scores (i.e., the lower limit of the Below Basic score range and the upper limit of the Advanced score range) may vary slightly from year to year and/or across forms.

PACT Mathematics Cut-off Scores

Grade	Below Basic	Basic	Proficient	Advanced
1	36 – 94	95 – 111	112 – 164	
2	136 – 194	195 – 213	214 – 262	
3	260 – 297	298 – 315	316 – 325	326 – 344
4	351 – 398	399 – 415	416 – 426	427 – 451
5	458 – 498	499 – 516	517 – 527	528 – 552
6	555 – 598	599 – 616	617 – 627	628 – 655
7	654 – 699	700 – 716	717 – 726	727 – 756
8	754 – 799	800 – 817	818 – 826	827 – 853

PACT English Language Arts Cut-off Scores

Grade	Below Basic	Basic	Proficient	Advanced
1	36 – 90	91 – 106	107 – 164	
2	136 – 193	194 – 206	207 – 264	
3	253 – 295	296 – 309	310 – 330	331 – 352
4	345 – 394	395 – 409	410 – 429	430 – 445
5	445 – 494	495 – 510	511 – 530	531 – 549
6	541 – 595	596 – 611	612 – 628	629 – 652
7	639 – 695	696 – 711	712 – 728	729 – 751
8	742 – 796	797 – 812	813 – 826	827 – 848

PACT Science Cut-off Scores

Grade	Below Basic	Basic	Proficient	Advanced
3	236–296	297–312	313–325	326–364
4	336–396	397–411	412–423	424–464
5	436–496	497–513	514–523	524–564
6	536–597	598–612	613–623	624–664
7	636–696	697–713	714–723	724–764
8	736–796	797–814	815–824	825–864

PACT Social Studies Cut-off Scores

Grade	Below Basic	Basic	Proficient	Advanced
3	236–295	296–313	314–325	326–364
4	336–393	394–412	413–424	425–464
5	436–494	495–514	515–524	525–564
6	536–594	595–613	614–624	625–664
7	636–694	695–715	716–724	725–764
8	736–794	795–814	815–824	825–864

PACT Summary Results

The summary results in the PACT score reports produced by the contractor should not be expected to match the summary results calculated by the Office of Research for Report Card and AYP purposes. Some students excluded from the contractor's PACT summary results are included in the Office of Research data calculations and vice versa. The PACT summary reports, for example, exclude any student who used a testing modification; such students are not routinely excluded from the Office of Research's calculations.

PACT as Standards-Based Assessment

PACT test items are developed to correspond to the state curriculum standards published for each subject area. Accordingly, the best preparation for PACT is high-quality standards-based classroom instruction throughout the school year. Undue emphasis on test preparation, in isolation, is not sound instructional practice.

PACT as an Accountability Measure

Since the PACT tests were developed as standards-based accountability measures, there are limitations to the depth of information that can be provided for individual student or classroom purposes. District and school data can be used to identify overall subject area deficiencies or program improvement. The PACT results may also be useful in describing student performance in large curricular areas, but additional testing at the classroom level is necessary for a more complete understanding of student performance on more specific curricular components.

PACT as a Single Source of Information

Users of the PACT results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information to evaluate educational quality. Comparisons of scores among teachers, schools, and/or districts should not be made without accounting for differences in factors such as student socioeconomic background and educational level of parents; nor should PACT data be used as a sole basis for making judgments about the effectiveness of instruction offered to different groups of students.

PACT 2006 SCORE REPORTS

This guide describes the various PACT score reports produced by the contractor. A sample of each type of report is presented. **The sample reports do not include real student, school, or district data.** The data in these reports are for illustrative purposes only and are not intended to reflect the actual performance of any student(s) in South Carolina.

Types of Score Reports

The following chart lists the types of PACT score reports (and the number of copies) that are generated for each district and school. The reports are produced according to the grade level tested. Origin school reports contain data for students who were tested in that school. Fall assignment school reports are generated only if the district used the fall assignment option; these reports contain data for students whose coding indicated that they would attend (or be assigned to) the school in the fall. Class reports are produced for schools that used class sheets to designate class-level groupings of six or more students.

PACT 2006 Score Reports

<p>Reports for the District</p> <p>District Demographic Report (1 copy)</p> <p>Grade Summary – District Report (1 copy)</p> <p>Summary by School – District Report (1 copy)</p> <p>All Students Roster – District Report (1 copy)</p> <p>Below Basic Students Roster – District Report (1 copy)</p> <p>Student Roster – Modified Testing – District Report (1 copy)</p> <p>Error Analysis – District Report (1 copy)</p> <p>District Copies of School Reports</p> <p>School Demographic Report (1 copy)</p> <p>Grade Summary – Origin School Report (1 copy)</p> <p>Grade Summary – Fall Assignment School Report (1 copy)</p> <p>All Students Roster – Origin School Report (1 copy)</p> <p>Below Basic Students Roster – Origin School Report (1 copy)</p> <p>Student Roster – Modified Testing – Origin School Report (1 copy)</p> <p>All Students Roster – Fall Assignment School Report (1 copy)</p> <p>Below Basic Students Roster – Fall Assignment School Report (1 copy)</p> <p>Student Roster – Modified Testing – Fall Assignment School Report (1 copy)</p>	<p>Reports for the School</p> <p>School Demographic Report (1 copy)</p> <p>Grade Summary – Origin School Report (1 copy)</p> <p>Grade Summary – Fall Assignment School Report (1 copy)</p> <p>All Students Roster – Origin School Report (1 copy)</p> <p>Below Basic Students Roster – Origin School Report (1 copy)</p> <p>Student Roster – Modified Testing – Origin School Report (1 copy)</p> <p>All Students Roster – Fall Assignment School Report (1 copy)</p> <p>Below Basic Students Roster – Fall Assignment School Report (1 copy)</p> <p>Student Roster – Modified Testing – Fall Assignment School Report (1 copy)</p> <p>Error Analysis – School Report (1 copy)</p> <p>Class Level Reports</p> <p>Class Summary – Class Report (2 copies)</p> <p>All Students Roster – Class Report (2 copies)</p> <p>Individual Student Reports</p> <p>Individual Student Reports (2 copies)</p> <p>Student Labels (1 copy)</p>
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NOTE: Paper copies of all district, school, and class level reports are produced only if the district orders them from the contractor. Electronic versions of these reports are available at www.drc-web.com/reportdelivery. Users must enter a district- or school-level password to view and download the reports.

Score Report Notes

Student Demographic Information. The student labels and student rosters include demographic information such as birth date, ethnicity, gender, and IEP disability codes. The abbreviations used for the ethnicity and IEP disability codes are explained on page 27 of Appendix B.

Braille and Form H. If a student with a documented disability took a Braille test or a Form H test (for students who are deaf or hard of hearing), the abbreviation “BR” or “FH” will be printed following the student’s score on the student label and student roster; “Braille” or “Form H” will be printed following the student’s score on the Individual Student Report.

ELA Performance Levels. Three performance levels are reported for the ELA test – overall ELA, reading, and writing. The overall ELA level is based on the total number of reading, writing, and research points. Although the number of research items is small, it is possible that a student’s performance on these items may contribute to an overall ELA performance level that is different than one might expect if the ELA score were based only on the reading and writing items. For example, a student may be “Advanced” in the areas of reading and writing, but the number of points achieved for the research items may pull the overall PACT ELA score into the “Proficient” category.

Incompletes for ELA. The ELA test is a two-day test, with the test booklet divided into sections for Day 1 and Day 2. Any student who answers questions on one day only of the ELA test receives an “incomplete” for the test. On the student’s Individual Student Report, student label, and student roster, “INC” will be printed in place of the student’s ELA scale score. If the student receives enough points from the one day of testing to score at least Basic, the student’s ELA test results will be reported as “INC*.” ELA summary data at the district, school, and class levels do not include results for any student with an incomplete score.

Home School Students. A home school student who participates in PACT testing is a student who is in a home schooling program approved

by the District Board of Trustees. The scores of home school students are not included in any summary data. The following reports are generated for home school students: Individual Student Reports, student labels, and separate school level rosters (with a school code of “000” and a school name of “HOME SCHOOL”). These reports are packaged with the district reports.

Testing Modifications. Test results for students who use testing modifications are not comparable to those for students who did not use testing modifications and, thus, are not included in any summary data at the district, school, or class level. If a student with a documented disability used a testing modification, the following reports will be generated: an Individual Student Report, student label, and separate district and school level rosters (titled “Student Roster – Modified Testing”). The reports will indicate the testing modification(s) used by the student with one or more of the following codes:

- A = Mathematics – off-grade-level
- B = ELA – off-grade-level
- C = Science – off-grade-level
- D = Social Studies – off-grade-level
- E = Mathematics – calculator
- F = ELA – alternative scoring of extended writing
- G = ELA – extended writing options
- H = ELA – oral administration
- M = ELA – signed administration

Labels identifying the testing modification codes are sent to schools along with the Individual Student Reports and student labels. (See below.)

Testing Modifications

The student used the testing modification(s) indicated on the student label. Therefore, the student’s test results may not reflect performance with respect to the curriculum standards for his or her grade.

(A=off-grade math, B=off-grade ELA, C=off-grade science, D=off-grade social studies, E=calculator, F=alternative scoring extended writing, G=extended writing options, H=oral admin. ELA, M=signed admin. ELA)

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for the mathematics, ELA, science, and social studies tests. Schools receive two copies of each ISR – one home copy and one school copy – for each student tested. ISRs are produced by the grade level of the test taken. Multiple sets of ISRs are printed for any student who took tests at different grade levels (e.g., grade 6 mathematics, science, and social studies, but grade 3 ELA).

Printed at the top of the report are the student's name, grade level of the test(s) taken, birth date, student ID number, and names of the district and school where the student was tested. The grade 6 sample report is for John C. Smith, born on April 25, 1994. He has a student ID number of 251658817111 and was tested at Middleville Middle School in Middleville District.

1 TOTAL SCORE INFORMATION

Total Scale Score: The “Total Scale Score” is the scale score attained by the student on the test. In the sample report, John's total scale scores were 615 for the mathematics test, 602 for the ELA test, 573 for the science test, and 602 for the social studies test.

Performance Level: The student's overall performance level on each test is categorized as Below Basic, Basic, Proficient, or Advanced. In the sample report, John's overall performance levels were Basic for the mathematics, ELA, and social studies tests; and Below Basic for the science test.

State Score Range: The “State Score Range” indicates the lowest and highest total scores that can be attained on the test. For example, the Spring 2006 state scale score range for the grade 6 mathematics test is 555–655.

Modifications: If a student used any testing modifications for the test, modification codes will be printed next to the word “Modifications.” (See page 5 for a description of these codes.) The word “NONE” will be printed if the student did not use testing modifications. In the mathematics section of the sample report, an “E” appears next to the word “Modifications,” indicating that John

used a calculator for his mathematics test. A statement explaining the testing modifications is printed below the score narrative for the test.

2 SCORE GRAPH

For each subject, a graph displays the student's total scale score (indicated by a large black dot) in relation to the performance levels. The dotted line on either side represents the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student's scale score. Even with no change in knowledge, if a student were to take a similar test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line. For example, if John retook the grade 6 mathematics test, his scale score would likely be between approximately 610 and 620.

3 SCORE NARRATIVE

The narrative below the score graph restates the student's total scale score and overall performance level on the test. In addition, for ELA, performance levels are reported for the areas of reading and writing. According to the sample report, John's performance levels were Basic for reading and Below Basic for writing. (See page 5 for a discussion of the ELA performance levels.)

4 ELA EXTENDED WRITING SCORES

For ELA, the student's scores for the extended writing item appear to the right of the score graph. On the extended writing item, John received 2.0 for content and development, 3.0 for organization, 2.0 for voice, and 1.0 for conventions. Further explanation of the extended writing scores is provided on the back of the ISR. (The extended writing scoring rubric appears in Appendix A of this guide.)

NOTE: Descriptions of the test content, types of questions, and test results are provided on the back of the ISR.

Sample Individual Student Report



Individual Student Report

SMITH, JOHN C.

GRADE 6

SPRING 2006

HOME COPY

Student's Birth Date: 04/25/94 District: MIDDLEVILLE
 Student's ID Number: 251658817111 School: MIDDLEVILLE MIDDLE 00000000
 FA: 00000000

MATHEMATICS		Content Strands: number and operations, algebra, geometry, measurement, and data analysis and probability	
Total Scale Score:	615	State Score Range:	555-655
Performance Level:	Basic	Modifications:	E
Below Basic		Basic	Prof.
555		599	617 628 655
On the grade 6 mathematics test, JOHN'S total scale score was 615. JOHN'S overall mathematics performance level was BASIC.			
JOHN used testing modifications (E= Calculator). Thus, JOHN'S test results may NOT reflect performance with respect to the state mathematics curriculum standards for his or her grade.			
ENGLISH LANGUAGE ARTS		Content Areas: reading/literature, writing, and research	
Total Scale Score:	602	State Score Range:	541-652
Performance Level:	Basic	Modifications:	NONE
Below Basic		Basic	Prof.
541		596	612 629 652
On the grade 6 ELA test, JOHN'S total scale score was 602. JOHN'S performance levels were BASIC for overall ELA, BASIC for reading, and BELOW BASIC for writing.			
Extended Writing Scores			
<ul style="list-style-type: none"> Content and Development 2.0 Organization 3.0 Voice 2.0 Conventions 1.0 			
On the grade 6 science test, JOHN'S total scale score was 573. JOHN'S overall science performance level was BELOW BASIC.			
SCIENCE		Content Areas: inquiry, life science, earth science, and physical science	
Total Scale Score:	573	State Score Range:	536-664
Performance Level:	Below Basic	Modifications:	NONE
Below Basic		Basic	Prof.
536		598	613 624 664
On the grade 6 science test, JOHN'S total scale score was 573. JOHN'S overall science performance level was BELOW BASIC.			
SOCIAL STUDIES		Content: focus on history, with applications in government/political science, geography, and economics	
Total Scale Score:	602	State Score Range:	536-664
Performance Level:	Basic	Modifications:	NONE
Below Basic		Basic	Prof.
536		595	614 625 664
On the grade 6 social studies test, JOHN'S total scale score was 602. JOHN'S overall social studies performance level was BASIC.			
Note: More information is provided on the back of this report.			

Student Labels

The student label indicates the student's total scale scores and performance levels for the mathematics, ELA, science, and social studies tests. Schools receive one student label for each student tested. The labels are produced by the grade level of the test taken. Multiple student labels are printed for any student who took tests at different grade levels (e.g., grade 6 mathematics, science, and social studies, but grade 3 ELA).

1 STUDENT DEMOGRAPHIC INFORMATION

The student's name appears on the first line in the top left corner of the label. If the student used a **testing modification**, the modification code(s) will appear on that same line, following the student name. The second line indicates the names of the district and school where the student was tested. The Grade 6 sample label is for John C. Smith who used a testing modification (E). He took the tests at Middleville Middle School in Middleville District.

The third line of the label provides the following student demographic information: birth date, ethnicity, gender, any IEP disability codes, and origin school (OR) BEDS code. According to the sample label, John C. Smith was born on April 25, 1994; he is white (W), male (M), and has a documented disability (LD) in an IEP. The BEDS code for Middleville Middle School is 0000000.

2 FA SCHOOL CODE

Below the student demographic information, the BEDS code for the student's fall assignment (FA) school is displayed. The BEDS code for John's fall assignment school is 0000000, indicating that John should be attending the same school in the fall that he attended (was tested at) in the spring.

3 SCORE

The student's total scale score for each test appears in a table in the row titled "Score." For example, John's total scale scores were 615 for the mathematics test, 602 for the ELA test, 573 for the science (SCI) test, and 602 for the social studies (SS) test.

4 PERFORMANCE LEVEL

The row of the table titled "Perf. Level" presents the student's performance levels for the overall mathematics test, the overall ELA test, the ELA areas of reading (R) and writing (W), the overall science test, and the overall social studies test. John's performance levels were as follows: Basic (B) for the mathematics test; Basic for the ELA test, Basic for reading, and Below Basic (BB) for writing; Below Basic for the science test; and Basic for the social studies test.

Sample Student Label

1	SMITH, JOHN C. E MIDDLEVILLE, MIDDLEVILLE MIDDLE 04/25/94 W /M/ LD OR: 0000000 FA: 0000000						PACT SPRING 2006 GRADE 6
2	MATH	ELA	R	W	SCI	SS	
3	Score	615	602		573	602	
4	Perf. Level	B	B	B	BB	B	

Student Rosters

Three different types of student rosters are produced: the “All Students Roster” (at district, school, and class levels), the “Below Basic Students Roster” (at district and school levels), and the “Student Roster – Modified Testing” (at district and school levels). “Below Basic” rosters list only students who scored Below Basic for the subject(s) reported; “Modified Testing” rosters list only students who used testing modification(s) for the subject(s) reported. Rosters for “All Students” and “Below Basic Students” do **not** include results for students who used testing modification(s) in the reported subject(s).

All three types of student rosters present results for each subject area—mathematics, ELA, science, and social studies. On all rosters, students are listed alphabetically.

1 STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in columns on the left side of the report. The student’s name appears in the first column, with the student ID number on a second line. The student’s birth date appears on the first line of the next column, with any IEP disability codes on a second line. The remaining columns of demographic information provide codes for ethnicity and gender, as well as BEDS codes for origin and fall assignment schools. (See page 27 for explanations of the IEP and ethnicity code abbreviations.)

The sample report indicates that John C. Smith’s student ID number is 251658817111; his birth date is April 25, 1994; he has a documented disability (LD) in an IEP; he is white (W), male (M); and the BEDS codes for his origin and fall assignment schools are both 0000000.

NOTE: On the “**Student Roster – Modified Testing**,” the student name column includes a third line (titled “Modifications”) which indicates the testing modification(s) used by the student. In addition, the student’s EFA grade is printed in a column preceding the ethnicity code column.

2 STATE SCALE SCORE RANGE

The “State Scale Score Range” indicates the lowest and highest scale scores that can be attained on the test. According to the sample report, the state scale score range is 555–655 for the grade 6 mathematics test, 541–652 for the grade 6 ELA test, 536–664 for the grade 6 science test, and 536–664 for the grade 6 social studies test.

3 TEST RESULTS

Scale Score: The “Scale Score” column indicates the student’s total scale score for the test. John’s total scale score on the grade 6 ELA test was 602.


Performance Level: The student’s overall performance level for each test is reported following the scale score. For ELA, in addition to the overall performance level (reported in the “Total Test” column), performance levels are reported for reading (R) and writing (W). The sample report indicates that John’s performance levels were Basic (B) for overall ELA, Basic (B) for reading, and Below Basic (BB) for writing.

NOTE: No mathematics results are printed for John on the sample “All Students Roster” because he used a testing modification for the mathematics test.

4 ROSTER FOOTNOTES

If the report lists a student who used the Braille form or Form H, “(BR)” or “(FH)” will be printed next to the student’s scale score, and a set of corresponding footnotes will appear at the bottom of the roster. If the roster lists a student who received an incomplete for the ELA test (i.e., took only one day of the test), “INC” or “INC*” will be printed in place of the student’s ELA scale score, and a set of corresponding footnotes will appear. On the “**Student Roster – Modified Testing**,” the footnotes will list and define the testing modification codes.

Sample All Students Roster

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Palmetto Achievement Challenge Tests ASSESSMENT PACT</p> </div> <div style="text-align: center;"> <h2>ALL STUDENTS ROSTER</h2> <h3>ORIGIN SCHOOL REPORT</h3> <h3>GRADE 6</h3> </div> <div style="text-align: right;"> <h2>SPRING 2006</h2> </div> </div>														
District: MIDDLEVILLE School: MIDDLEVILLE MIDDLE					BEDS Code: 0000000					SCHOOL COPY Page 1				
STUDENT-DEMOGRAPHIC INFORMATION					MATHEMATICS		ENGLISH LANGUAGE ARTS (ELA)				SCIENCE		SOCIAL STUDIES	
					State Scale Score Range 555-655		State Scale Score Range 541-652				State Scale Score Range 536-664		State Scale Score Range 536-664	
Student Name Student ID Number	Birth Date Disability	Ethnicity	Gender	BEDS Code Origin/ Fall	Scale Score	Perf Level	Scale Score	Total Test	R	W	Scale Score	Perf Level	Scale Score	Perf Level
SMITH, JOHN C. 251658817111	04/25/94 LD		W	M	00000000									
SPENCER, JAMES L. 156542135465	07/25/94		B	M	00000000		576	BB	602	B	B	BB	573	BB
SWEET, RODNEY K. 565489845312	06/09/94 H		W	M	00000000		606 (FH)	B	611 (FH)	B	B	P	620 (FH)	P
SWENSON, MARY T. 135498751261	03/29/94		W	F	00000000		608	B	613	P	P	P	614	P
TALBOT, JANE S. 565389786558	07/06/94		W	F	00000000		612	B	616	P	P	B	617	P
TELLERS, KEVIN B. 489875050036	07/26/94 LD		W	M	00000000		618	P	610	B	B	P	600	B
TESCH, PETER T. 975123050345	12/25/92 LD		W	M	00000000		588	BB	INC*				602	B
THEIS, SUSAN L. 321654050220	12/15/93		W	F	00000000		626	P	614	P	P	P	621	P
TREMBLEY, WADE L. 612650050352	03/17/94		H	M	00000000		605	B	598	B	BB	B	609	B
TRUMP, PAULA S. 159870050238	04/29/93 V		WI	F	00000000				560 (BR)	BB	BB	BB	589 (BR)	BB
TURNER, BRADLEY G. 189875654193	06/02/94		W	M	00000000		610	B	602	B	B	B	603	B
USHER, CHARLES Q. 125000050094	12/17/93		B	M	00000000		606	B	602	B	B	B	603	B
VAN DYKE, LAURA E. 216549850107	08/23/93		B	F	00000000		593	BB	607	B	P	B	600	B
VEIT, PENELOPE R. 326500050359	08/09/93		W	F	00000000		625	P	597	B	B	B	608	B
VOGT, CHERYL H. 115487050020	11/14/92 EM		B	F	00000000				566	BB	BB	BB	599	B
WAINWRIGHT, BRITTANY S. 234598750075	07/17/94		W	F	00000000		626	P	617	P	P	P	615	P
WEBER, GREGORY T. 543210050004	08/15/94		W	M	00000000		634	A	618	P	P	P	620	P
WERNER, DEIDRE K. 111230050077	01/31/94 LD		W	F	00000000		598	BB	INC				600	B
WILLIAMS, ERIN C. 247845050014	01/08/94		W	F	00000000		619	P	636	A	A	A	650	A

(BR) = The test was scored using the key for the Braille form. (FH) = The test was scored using the key for Form H.

INC = The student took only one day of the ELA test.

INC* = The student took only one day of the ELA test, but received enough points to score at least Basic.

SC0051

Summary Reports

“Grade Summary” reports are generated at the district and school levels, and “Class Summary” reports are generated at the class level – only for groups of six or more students. Each report presents group level summary statistics for all four subjects (mathematics, ELA, science, and social studies).

NOTE: The summary reports do **not** include results for home school students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete score in ELA.

1 STATE SCALE SCORE RANGE

The “State Scale Score Range” indicates the lowest and highest possible scale scores that can be attained on the test. For example, the Spring 2006 state scale score range for the grade 6 mathematics test is 555–655.

2 STUDENTS TESTED

“Students Tested” identifies the number of students in the district, school, or class who took each test. The level of the group (district, school, class) is printed in parentheses on the report. According to the sample report for Middleville Middle School, 140 students took the grade 6 mathematics test, 147 students took the grade 6 ELA test, 145 students took the grade 6 science test, and 145 students took the grade 6 social studies test.

3 PERFORMANCE LEVELS

The number and percent of students in the district, school, or class with scores in each performance level category (Advanced, Proficient, Basic, Below Basic), as well as the number and percent

of students in the combined category of “Basic and Above,” are reported for mathematics, ELA, science, and social studies. For the ELA test, the number and percent of students in each performance level category are also reported for the areas of reading and writing.

In the sample report, 87 (or 62.1%) of the 140 students who took the mathematics test were Basic and Above (Basic, Proficient, or Advanced), and 53 (or 37.9%) had Below Basic scores. On the overall ELA test, 95 (or 64.6%) of the 147 students tested were Basic and Above, and 52 (or 35.4%) had Below Basic scores; for reading, 55 (or 37.4%) were Below Basic; for writing, 56 (or 38.1%) were Below Basic. On the science test, 90 (or 62.1%) of the 145 students tested were Basic and Above. On the social studies test, 89 (or 61.4%) of the 145 students tested were Basic and Above.

4 DESCRIPTIVE STATISTICS


For each of the following statistics, the level of the group (district, school, class) appears in parentheses on the report.

Mean Scale Score: This statistic indicates the “average” scale score for the group of students. At Middleville Middle School, for example, the mean scale score for the 140 students who took the grade 6 mathematics test was 603.

Median Scale Score: The median is the mid-point of a distribution of scores ranked from lowest to highest. For the 140 students in the sample school who took the grade 6 mathematics test, the median scale score was 604.

Highest/Lowest Scale Score: These statistics indicate the highest and lowest scale scores attained in the group of students. Of the 140 students in the sample school who took the grade 6 mathematics test, the highest scale score was 634 and the lowest scale score was 568.

Sample Grade Summary

		GRADE SUMMARY ORIGIN SCHOOL REPORT GRADE 6					SPRING 2006	
		District: MIDDLEVILLE School: MIDDLEVILLE MIDDLE		BEDS Code: 0000000			SCHOOL COPY	
<div>1</div>		MATH State Scale Score Range 555-655	ENGLISH LANGUAGE ARTS (ELA) State Scale Score Range 541-652			SCIENCE State Scale Score Range 536-664	SOCIAL STUDIES State Scale Score Range 536-664	
		<div>2</div> Total Test	Total Test	Reading	Writing	Total Test	Total Test	
Students Tested (SCHOOL)	Number	140	147			145	145	
Basic and Above	Number	87	95	92	91	90	89	
	Percent	62.1	64.6	62.6	61.9	62.1	61.4	
Advanced	Number	8	6	4	6	7	5	
	Percent	5.7	4.1	2.7	4.1	4.8	3.4	
Proficient	Number	10	35	32	33	14	10	
	Percent	7.1	23.8	21.8	22.4	9.7	6.9	
Basic	Number	69	54	56	52	69	74	
	Percent	49.3	36.7	38.1	35.4	47.6	51.0	
Below Basic	Number	53	52	55	56	55	56	
	Percent	37.9	35.4	37.4	38.1	37.9	38.6	
Mean Scale Score (SCHOOL)		603	600			610	608	
Median Scale Score (SCHOOL)		604	601			611	609	
Highest Scale Score (SCHOOL)		634	639			644	637	
Lowest Scale Score (SCHOOL)		568	549			557	555	
NOTE: For each subject, the summary data do not include results for students who were identified as having used testing modifications in that subject. For ELA, the summary data also do not include results for any student who received an "incomplete."								

503025

Summary by School

The “Summary by School” report is generated at the district level only. Two sets of the report are produced—one for mathematics and ELA and one for science and social studies. This report is produced by the grade level of the test taken (the test grade) and provides summary results for each school in the district that has results for six or more students at the test grade.

NOTE: This report does **not** include results for home school students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete score in ELA.

1 SCHOOL NAME and BEDS CODE

The school names and BEDS codes are listed in the first column of the report. The sample report indicates that four schools in the Middleville District had students who took the grade 6 mathematics and ELA tests: Middleville Middle, Centertown Middle, Maple Grove Middle, and North City Middle.

2 STATE SCALE SCORE RANGE

The state scale score range indicates the lowest and highest scale scores that can be attained on the test. According to the sample report, the state scale score range is 555–655 for grade 6 mathematics and 541–652 for grade 6 ELA.

3 TOTAL TEST STATISTICS

Number Tested: “Number Tested” indicates the number of students in each school who took the test. According to the sample report, 140 students in Middleville Middle School took the grade 6 mathematics test and 147 students took the grade 6 ELA test.

Mean Scale Score: This statistic indicates the “average” scale score for the students in each school. For the 140 students in Middleville Middle School who took the grade 6 mathematics test, the mean scale score was 603; for the 147 students who took the grade 6 ELA test, the mean scale score was 600.

Basic and Above No. & %: For each school, the number and percentage of students scoring Basic and Above (Basic, Proficient, or Advanced) is reported. Of the 140 students in Middleville Middle School who took the grade 6 mathematics test, 87 (or 62.1%) scored Basic and Above; of the 147 students who took the grade 6 ELA test, 95 (or 64.6%) scored Basic and Above.

4 PERFORMANCE LEVELS

The number and percentage of students with scores in each performance level category (Advanced, Proficient, Basic, and Below Basic) are also reported for each school. In Middleville Middle School, for example, the performance level numbers and percentages for grade 6 mathematics were as follows: 8 (or 5.7%) Advanced, 10 (or 7.1%) Proficient, 69 (or 49.3%) Basic, and 53 (or 37.9%) Below Basic.

Sample Summary by School



SUMMARY BY SCHOOL DISTRICT REPORT GRADE 6

MIDDLEVILLE

SPRING 2006

DISTRICT COPY
Page 1

<div>1</div> SCHOOL NAME BEDS CODE	<div>2</div> MATHEMATICS State Scale Score Range: 555-655							ENGLISH LANGUAGE ARTS State Scale Score Range: 541-652						
	<div>3</div> Number Tested Mean Scale Score Basic and Above No. & % Advanced No. & % Proficient No. & % Basic No. & % Below Basic No. & %							<div>4</div> Number Tested Mean Scale Score Basic and Above No. & % Advanced No. & % Proficient No. & % Basic No. & % Below Basic No. & %						
	Number Tested	Mean Scale Score	Basic and Above No. & %	Advanced No. & %	Proficient No. & %	Basic No. & %	Below Basic No. & %	Number Tested	Mean Scale Score	Basic and Above No. & %	Advanced No. & %	Proficient No. & %	Basic No. & %	Below Basic No. & %
MIDDLEVILLE MIDDLE 0000000	140	603	87 62.1	8 5.7	10 7.1	69 49.3	53 37.9	147	600	95 64.6	6 4.1	35 23.8	54 36.7	52 35.4
CENTERTOWN MIDDLE 0000001	180	611	150 83.3	26 14.6	25 45.0	79 43.9	30 16.7	173	606	134 77.5	7 4.0	52 30.1	75 43.4	39 22.5
MAPLE GROVE MIDDLE 0000002	4							5						
NORTH CITY MIDDLE 0000003	175	615	147 84.0	40 22.9	45 25.7	62 35.4	28 16.9	185	608	143 77.3	16 8.6	64 34.6	63 34.1	42 22.7

NOTE: For each subject, the summary data do not include results for students who were identified as having used testing modifications in that subject. For ELA, the summary data also do not include results for any student who received an "incomplete."

SC/SS1

Demographic Reports

Demographic reports are generated at the district and school levels. Two sets of demographic reports are produced—one for mathematics and ELA and one for science and social studies. Each report provides a breakdown of PACT test results or summary data for various student subgroups or demographic categories (e.g., male students or female students). This report is produced only when six or more students are reported in the “ALL STUDENTS” category; and subgroup results are provided only when there are six or more students in the particular subgroup or demographic category.

NOTE: The demographic reports do **not** include results for home school students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete score in ELA.

1 STUDENT SUBGROUPS

The report begins with an “All Students” category, followed by student subgroups for nine demographic characteristics: gender, ethnicity, meals, IEP disability status, gifted and talented program participation, 504 status, English proficiency status, migrant status, and alternative school program participation. These are followed by several combinations of demographic subgroups (e.g., male white students) on page 3 of the report.

2 STATE SCALE SCORE RANGE

The state scale score range indicates the lowest and highest scale scores that can be attained on the test. According to the sample report, for grade 6 mathematics, the scale score range is 555–655; and for grade 6 ELA, the state scale score range is 541–652.

3 TOTAL TEST STATISTICS

Number Tested: “Number Tested” indicates the number of “All Students” and the number of students in each subgroup who took

the test. In Middleville Middle School, for example, 140 total students – 68 male students and 72 female students – took the grade 6 mathematics test.


Mean Scale Score: This statistic indicates the “average” scale score for “All Students” and for each student subgroup. For the 140 students in Middleville Middle School who took the grade 6 mathematics test, the mean scale score was 603; for the 68 male students, the mean scale score was 602; for the 72 female students, the mean scale score was 603.

% Basic and Above: For “All Students” and for each student subgroup, the percentage of students scoring Basic and Above (Basic, Proficient, or Advanced) is reported. In Middleville Middle School, 62.1% of the 140 students who took the grade 6 mathematics test were Basic and Above, 60.3% of the 68 male students were Basic and Above, and 63.9% of the 72 female students were Basic and Above.

4 PERFORMANCE LEVELS

The percentage of students with scores in each performance level category (% Advanced, % Proficient, % Basic, and % Below Basic) is also reported for “All Students” and for each student subgroup.

In Middleville Middle School, of the 140 students who took the grade 6 mathematics test, 5.7% had Advanced scores, 7.1% had Proficient scores, 49.3% had Basic scores, and 37.9% had Below Basic scores. For the 68 male students who took the grade 6 mathematics test, the performance level percentages were 5.9% Advanced, 5.9% Proficient, 48.5% Basic, and 39.7% Below Basic. For the 72 female students, the corresponding percentages were 5.6% Advanced, 8.3% Proficient, 50.0% Basic, and 36.1% Below Basic.



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SCHOOL DEMOGRAPHIC REPORT

GRADE 6

SPRING 2006

District: MIDDLEVILLE

School: MIDDLEVILLE MIDDLE

SCHOOL COPY

Page 3 of 3

SC02083

SC10R2

SC10R2

130439

Error Analysis

Error Analysis reports are generated at the district and school levels. These reports identify certain coding errors (e.g., omissions, multiple grids) on the student test booklets for mathematics and English language arts, and on the student answer documents for science and social studies. The reports are produced by the grade level of the test taken (the test grade).

NOTE: Coding errors are reported for test booklets and answer documents from all students processed—including home school students, students who used testing modifications, and students who received an incomplete in ELA.

1 SCHOOL

School names and BEDS codes (e.g., 0000000) are listed in the first column of the report. The sample report indicates that four schools in the Middleville District had grade 6 student test booklets and answer documents processed: Middleville Middle, Centertown Middle, Maple Grove Middle, and North City Middle.

2 NUMBER OF STUDENTS PROCESSED

This column indicates the number of students with a test booklet or answer document processed for any test at the designated grade level. According to the sample report, grade 6 test booklets and answer documents were processed for 147 students from Middleville Middle School.

3 NUMBER OF STUDENTS WITH ERRORS and PCT ERROR

The third and fourth columns of the report indicate the number and percentage of students whose test booklets or answer documents had coding errors. For Middleville Middle School, of the 147 students who had grade 6 test booklets or answer documents processed, 5 (or 3.4%) had one or more coding errors.

If a student's test booklet or answer document contains coding errors for more than one field (e.g., student name, ethnicity, gender), the student is counted only once in the "number of students with errors" column. If more than one character in a multiple-character field (such as student name) is omitted or double gridded, this counts as one error.

4 NUMBER OF STUDENTS PROCESSED WITH OMITTS AND/OR MISGRIDS


Coding errors (omits or misgrids) are identified as occurring in the following fields: student name (NAME), student ID number (ID), birth date (DOB), ethnicity (ETH), gender, 504, migrant, SUNS State ID (SUNS ID), alternative school program (AL SCH), English proficiency (ENG PROF), meals, IEP, and fall assignment (F ASGN).

For Middleville Middle School, there was one coding error for birth date, one coding error for 504, and one coding error for English proficiency. Examples of misgrids that could occur for these fields include coding two months for birth date, coding both "No" and "Yes" for 504, or coding two bubbles for English proficiency.

5 STUDENTS WITH ITEMS DOUBLE GRIDDED

The number of students who double gridded test items on their test booklets or answer documents is indicated in the last column of the report. A double grid occurs when a student darkens bubbles for more than one answer choice for a multiple-choice test item. According to the sample report, one student with a grade 6 test booklet or answer document from Middleville Middle School had double-gridded test items.

Sample Error Analysis

		ERROR ANALYSIS DISTRICT REPORT GRADE 6 MIDDLEVILLE														SPRING 2006 DISTRICT COPY		
SCHOOL BEDS CODE		NUMBER OF STUDENTS PROCESSED	NUMBER OF STUDENTS WITH ERRORS	PCT ERROR	NAME	ID	DOB	ETH	GENDER	504	MIGRANT	SUNS ID	AL SCH	ENG PROF	MEALS	IEP	F ASGN	STUDENTS WITH ITEMS DOUBLE GRIDDED
MIDDLEVILLE MIDDLE	0000000	147	5	3.4	0	0	1	0	0	1	0	0	0	1	0	0	2	1
CENTERTOWN MIDDLE	0000001	180	10	5.6	1	0	0	4	0	0	2	0	0	0	0	0	3	0
MAPLE GROVE MIDDLE	0000002	185	2	1.1	0	1	0	0	0	0	0	0	0	0	0	0	1	0
NORTH CITY MIDDLE	0000003	185	15	8.1	0	0	0	0	3	0	0	4	0	0	0	0	8	0
DISTRICT TOTALS		517	32	6.2	1	1	1	4	3	1	2	4	0	1	0	0	14	1

APPENDIX A: EXTENDED WRITING SCORING RUBRIC (GRADES 3–8)

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	<ul style="list-style-type: none">• Presents a clear central idea about the topic• Fully develops the central idea with specific, relevant details• Sustains focus on central idea throughout the writing	<ul style="list-style-type: none">• Has a clear introduction, body, and conclusion• Provides a smooth progression of ideas throughout the writing		<ul style="list-style-type: none">• Minor errors in standard written English may be present
3	<ul style="list-style-type: none">• Presents a central idea about the topic• Develops the central idea but details are general, or the elaboration may be uneven• Focus may shift slightly, but is generally sustained	<ul style="list-style-type: none">• Has an introduction, body, and conclusion• Provides a logical progression of ideas throughout the writing	<ul style="list-style-type: none">• Uses precise and/or vivid vocabulary appropriate for the topic• Phrasing is effective, not predictable or obvious• Varies sentence structure to promote rhythmic reading• Strongly aware of audience and task; tone is consistent and appropriate	<ul style="list-style-type: none">• Errors in standard written English may be present; however, these errors do not interfere with the writer's meaning
2	<ul style="list-style-type: none">• Central idea may be unclear• Details may be sparse; more information is needed to clarify the central idea• Focus may shift or be lost causing confusion for the reader	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective• Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing	<ul style="list-style-type: none">• Uses both general and precise vocabulary• Phrasing may not be effective, and may be predictable or obvious• Some sentence variety results in reading that is somewhat rhythmic; may be mechanical• Aware of audience and task; tone is appropriate	<ul style="list-style-type: none">• A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English is present; these errors interfere somewhat with the writer's meaning
1	<ul style="list-style-type: none">• There is no clear central idea• Details are absent or confusing• There is no sense of focus	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing• Presents information in a random or illogical order throughout the writing	<ul style="list-style-type: none">• Uses simple vocabulary• Phrasing repetitive or confusing• There is little sentence variety; reading is monotonous• There is little awareness of audience and task; tone may be inappropriate	<ul style="list-style-type: none">• Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English are present; these errors severely interfere with the writer's meaning
BL	Blank			
UR	Unreadable or illegible			
IS	Insufficient amount of original writing to evaluate			
OT	Off topic			

APPENDIX B

DISTRICT DEFAULTS FOR PACT DEMOGRAPHIC INFORMATION – SPRING 2006

Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District CD – ROM
Student Name	Blank in all columns Blank in individual columns (but not all) Multiple codes in any column	“No Name Available” Individual column is left blank “?” in the column(s)	N/A N/A N/A	Left blank Left blank in the column(s) “*” in the column(s)
Birth Date (month, day, and each of last 2 digits of year are reported separately)	Blank in any column Multiple codes in any column	“??” or “?” in the column(s) “?? ” or “?” in the column(s)	N/A N/A	Left blank in the column(s) Left blank in the column(s)
Ethnicity	Blank Multiple codes	“?” “?”	“Unknown” “Unknown”	Left blank “**”
Gender	Blank Multiple codes	“?” “?”	“Unknown” “Unknown”	Left blank “*”
EFA Grade	Blank Grade coded (“1” – “10”) Multiple codes	Left blank on “Modified Testing” roster “1” – “10” on “Modified Testing” roster “?” on “Modified Testing” roster	N/A N/A N/A	Left blank “01” – “10” “**”
Migrant	Blank “No” coded “Yes” coded Multiple codes	N/A N/A N/A N/A	“No” “No” “Yes” “Unknown”	Left blank “N” “Y” “*”
504 Plan (504 Accommodations Plan)	Blank “No” coded “Yes” coded Multiple codes	N/A N/A N/A N/A	“No” “No” “Yes” “Unknown”	Left blank “N” “Y” “*”
ALT SCH PROG (Alternative School Program)	Blank “No” coded “Yes” coded Multiple codes	N/A N/A N/A N/A	“No” “No” “Yes” “Unknown”	Left blank “N” “Y” “*”

Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District CD – ROM
M (meals)	Blank Multiple codes	N/A N/A	“Not F/R Meals” “Unknown”	Left blank “★”
Student ID Number (each column is reported separately)	Blank in any column Multiple codes in any column	Column(s) left blank “?” in the column(s)	N/A N/A	Left blank in the column(s) “★” in the column(s)
English Proficiency	“Parent Waiver” coded “Pre–functional” coded “Beginner” coded “Intermediate” coded “Advanced” coded “Full English Proficient” coded “Title III Exited” coded “English Speaker I” coded “English Speaker II” coded Multiple codes Blank	N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A	“Parent Waiver” “Pre–functional” “Beginner” “Intermediate” “Advanced” “Full English Proficient” “Title III Exited” “All Others” “All Others” “All Others” “All Others”	“W” “P” “B” “I” “A” “F” “X” “E” “N” “★” “N”
IEP (Disabilities) <i>Field is a “mark all” field. Only when an IEP category and None is bubbled is a response considered a “mult.”</i>	Blank for “None” and all IEP categories “None” coded and no IEP categories coded One or more IEP categories coded and “None” left blank “None” coded and one or more IEP categories coded	All spaces left blank All spaces left blank Prints the IEP categories coded “?” for Disability	“No IEP” “No IEP” “Any IEP” “Unknown”	“Y” for None, “N” for all IEP categories “Y” for None; “N” for all IEP categories “Y” for each IEP category coded; “N” for None and all other IEP categories “★” for None; “★” for each IEP category coded; “N” for all other IEP categories
SUNS State ID (each column is reported separately)	Blank in any column Multiple codes in any column	Column(s) left blank “?” in the column(s)	N/A N/A	Left blank in the column(s) “★” in the column(s)

Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District CD – ROM
G (Gifted and Talented) This field is only populated from the precode file.	Blank “No” coded “Academic” coded “Artistic” coded “Both” coded “Academic” and “Both” coded “Artistic” and “Both” coded “Academic” and “Artistic” coded “Academic” & “No” coded “Artistic” & “No” coded “Both” & “No” coded	N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A	“N/A” “N/A” “Academic Only” “Artistic Only” “Both Academic/Artistic” “Both Academic/Artistic” “Both Academic/Artistic” “Both Academic/Artistic” “Both Academic/Artistic” “Unknown” “Unknown” “Unknown”	Left blank “0” “1” “2” “3” “3” “3” “3” “3” “✖” “✖” “✖”

DEFAULTS FOR CODES THAT COULD NOT HAVE BEEN PRECODED				
Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District CD – ROM
Accommodations (each category reported separately by subject – i.e., math, ELA, science, or social studies)	Blank for all accommodations categories	N/A	N/A	<i>Blank if student did NOT test in subject; “N” if student tested in subject.</i>
	One or more accommodations categories coded	N/A	N/A	“Y” for each accommodations category coded; “N” for all categories not bubbled (left blank)
Modifications (separate reporting categories that specify math, ELA, science, or social studies)	Blank for all modifications categories	Not included on “Modified Testing” roster	N/A	<i>Blank if student did NOT test in subject; “N” if student tested in subject.</i>
	One or more modifications categories coded	On “Modified Testing” roster, prints each modifications category coded	N/A	“Y” for each modifications category coded; “N” for all categories not bubbled (left blank)
Class Sheet Number	Blank in all columns	“9999”	N/A	“9999”
	Omits (blank in some, but not all, columns)	“?” in column(s) omitted	N/A	“?” in column(s) omitted
	Multiple codes (mults) in any column	“9999”	N/A	“9999”
	Combination of omits and mults	“9999”	N/A	“9999”
Make-Up (Reported separately by subject)	Blank (bubble not darkened)	N/A	N/A	“No”
	Bubble darkened	N/A	N/A	“Yes”

Blank = For this field, the precode file and the test booklet or answer document were blank for the student.

Multiple Code = If the precode file was blank, the test booklet or answer document contained more than one code when only one was acceptable.

N/A = This information is not provided on this report/CD – ROM.

Left Blank = The space on the report/CD – ROM will be left blank; nothing will be printed.

ABBREVIATIONS USED FOR STUDENT DEMOGRAPHIC INFORMATION ON STUDENT LABELS AND ROSTERS

Ethnicity Codes:

A	=	Asian
B	=	African American
BI	=	African American/American Indian
H	=	Hispanic
I	=	American Indian
O	=	Other
P	=	Hawaiian/Pacific Islander
W	=	White
WA	=	White/Asian
WB	=	White/African American
WI	=	White/American Indian

IEP Codes:

AU	=	Autism
DB	=	Deaf-Blindness
ED	=	Emotionally Disabled
EM	=	Educable Mentally Disabled
H	=	Deaf or Hard of Hearing
LD	=	Learning Disabled
M	=	Multiple-Disabled
OHI	=	Other Health Impaired
OI	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
V	=	Blind or Visually Impaired

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